



Year 2 Topic: Unique you and Marvellous Me

Term: Autumn 1

Topic Length: 7 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
Learning Behaviours		Disciplinary Knowledge		Substantive knowledge			
Attitudes and attributes for learning and life		<u>Know How</u> – subject specific thinking and problem solving		<u>Know What</u> – deep learning of the key knowledge			

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge		
	Topic Purpose	For children to have a sense of belonging in their new class and new year group. We are part of a community and can respect each other’s uniqueness.											
		Hook: Key texts: Marvellous Me and The Dot.					Celebration: Create class values and charters. Children make own community badges and logos about ‘Marvellous Me’ and also design and make medals with attributes of their uniqueness.						
	Main Subjects	RE			PSHE		Art			Science			
	Key Performance Indicators	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging.			To understand we have rights and responsibilities. Understand and demonstrate how to be a positive member of our community. To know what a community is and name some that we belong to.			To know the cubist artist: Pablo Picasso and recall some significant details from his life. To develop the use of: Line, shape and colour through self-portraits. To talk about their own artistic processes in comparison to Picasso.			To know what animals including humans need to survive. To understand the life cycle of a human and what we can do at each stage (baby, toddler, child and adult). Perform simple tests and observe what happens to living things (plants) in different conditions. Predict what could happen to other living things using our findings.		
	Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Information technology around us <ul style="list-style-type: none"> • Recognise common uses of information technology within and beyond school • To think about why we use technology and when it is appropriate
PE	PE – KS1 Games 3 <ul style="list-style-type: none"> •
Outdoor learning	NC outdoors (Year 2 RE progression) <ul style="list-style-type: none"> • To understand people have special places they can go to for different reasons • To participate in teams games and appreciate being part of a community
Music	<ul style="list-style-type: none"> • Play claves (wooden sticks) and shakers correctly • Tap or shake 4/4 pulse beat and repeat to accompany the verses of 4 songs (based on colours and healthy food) from BBC music unit - Little Red Riding hood • Play simple rhythms to include rests to accompany the choruses of 4 songs e.g. XXX rest/ XXX rest



Key Objective Progression

Prior Knowledge	Year 2 – Marvellous Me and Unique You	Future Learning
Y1 - What does it mean to belong to a faith community?	I can understand how meeting in a certain place could make me feel like I belong. I can talk about how Muslims feel a sense of belonging.	Y2 - Who is a Muslim and how do they live? Part 2.
Y1 - Who is Jewish and how do they live?	I can explain what happens when Muslims pray alone or at the mosque.	Y3 - How do festivals and worship show what matters to a Muslim?
Y1 – JIGSAW – I understand the rights and responsibilities as a member of my class.	PSHE - To understand we have rights and responsibilities.	Y3 – JIGSAW - I understand why rules are needed and how they relate to rights
Y1 – JIGSAW – I can recognise similarities and differences between people in my class.	PSHE - To know what a community is and name some that we belong to.	Y3 – JIGSAW – Relationships: Understand how my needs and rights are shared by children around the world and how our lives may differ.
Y1 – JIGSAW – I can recognise the choices I make and understand the consequences.	PSHE - Understand and demonstrate how to be a positive member of our community.	Y3 – JIGSAW - Relationships: Understand how my needs and rights are shared by children around the world and how our lives may differ.
Y1 – Georgia O’Keefe study	Art - To know the cubist artist: Pablo Picasso and recall some significant details from his life.	Y3 – Plants – Observational drawing and collage based on Andy Warhol To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.
Y1 - Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination. (emotions craft)	Art -To develop the use of: Line, shape and colour through self-portraits.	Y3 – Where can we go from here? To improve their mastery of art and design techniques, including drawing, painting and sculpture with acrylic
Y1 - Evaluate their ideas and products against design criteria. (D&T objective)	Art -To talk about their own artistic processes in comparison to Picasso.	Y3 – Where can we go from here? To improve their mastery of art and design techniques,



		including drawing, painting and sculpture with acrylic
Y1 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Science - To know what animals including humans need to survive.	Y3 – Plants Identify that animals, including humans, need the right types and amount of nutrition,
Y1 – continuous provision activity: Draw round the body and label.	Science - To understand the life cycle of a human and what we can do at each stage (baby, toddler, child and adult).	Y4 – Health and Nutrition Identify the different types of teeth in humans and their simple functions.
Y1 – Working scientifically - Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Science - Perform simple tests and observe what happens to living things (plants) in different conditions.	Y3 - Working scientifically 1. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
EY - They make observations of animals and plants and explain why some things occur, and talk about changes.	Science - Predict what could happen to other living things using our findings.	Y3 – Working scientifically 2. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions